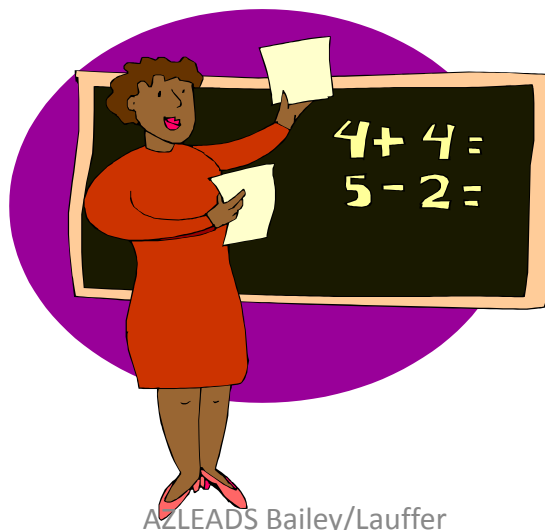


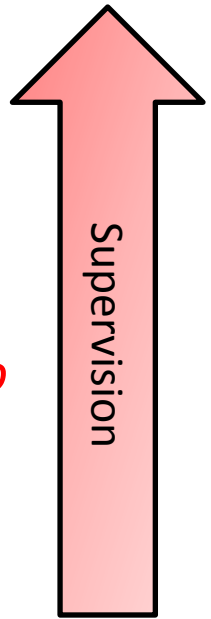
# Leading Change: Instructional Leadership Part 2

Instructional Supervision in the Classroom:



# Primary Instructional Leadership Behaviors:

- (1) Creating a vision for learning that will inspire the faculty to actualize it through the instructional program*
- (2) Ensure curriculum & instructional materials in daily use are aligned to standards and assessments*
- (3) Ensure the collection, analysis, and guiding use of student performance data throughout the year to monitor progress*
- (4) Continuous monitoring throughout the year of instruction to make sure teaching produces learning*
- (5) Continuous interface (formal and informal) with faculty to refine teaching practice for high learning results for all*
- (6) Hire & retain an instructional staff through an objective evaluative process that shows evidence of teacher effectiveness*



# Five Elements of Instruction



Elements of Effective  
Instruction that lead to

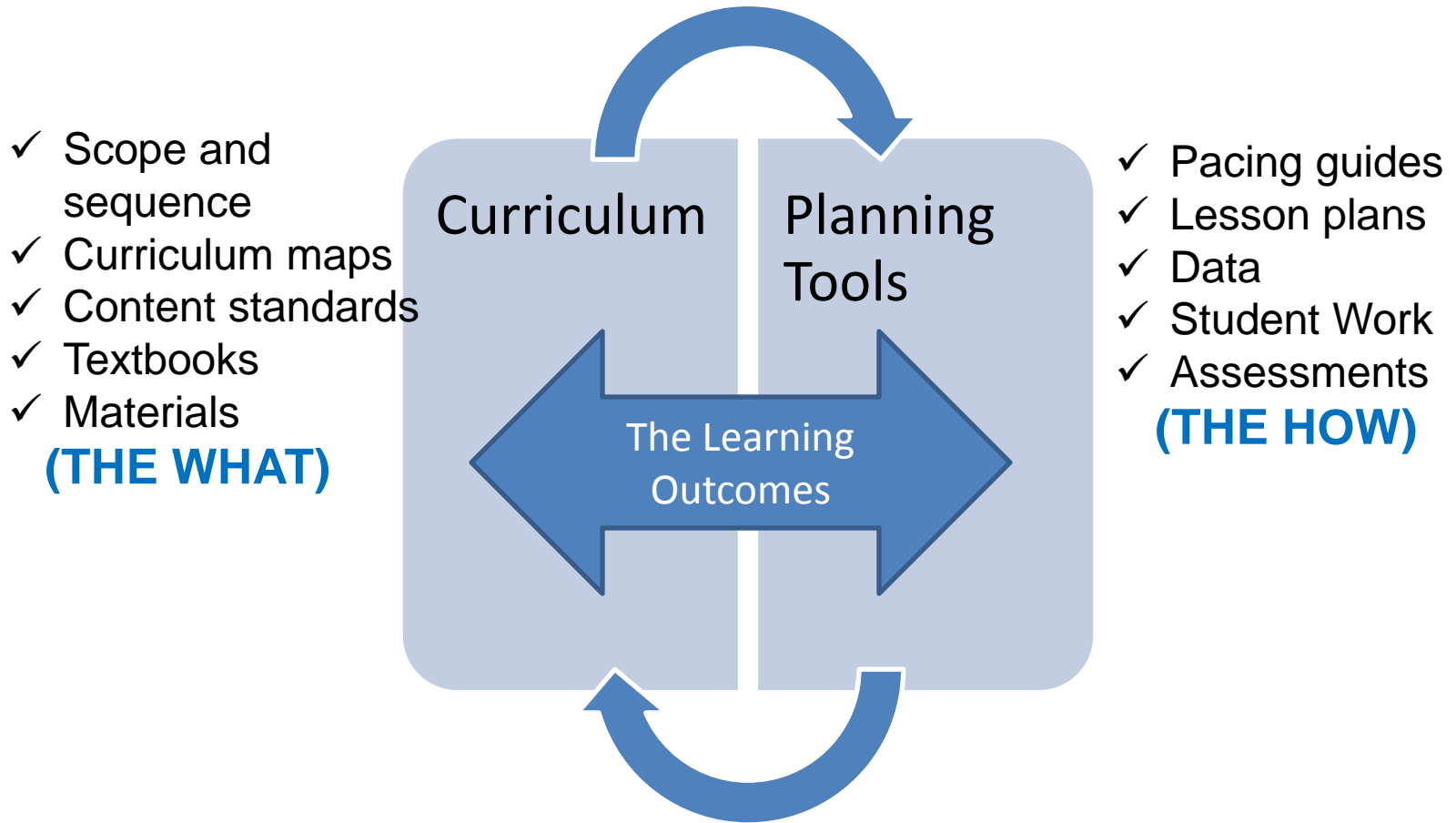


High Quality Learning  
for *All Children*



1. Classroom Environment
2. Curriculum & Planning
3. Instructional Objective
4. Instructional Activities
5. Assessment of  
and for Learning

# Curriculum & Planning: Tools & Process (distinct but related)



# COMMON CORE CURRICULUM SHIFTS

*(implications for instructional planning & practice)*

- ✓ What will we increase DOING in the classroom or decrease DOING? (observable)
- ✓ What teacher skills and preparation may be necessary to provide and support?
- ✓ What are the paradigm or thinking changes?

# Acknowledgements:

- ✓ David Coleman: Instructional Shifts  
(ELA Lead for Common Core Standards)  
April 28, 2011 presentation
- ✓ 2009 Hess Cognitive Rigor Matrix:  
Karin Hess, Dennis Carlock, Ben Jones, John Walkup,  
[www.nciea.org](http://www.nciea.org)
- ✓ *Rigor is Not a Four-Letter Word*, Barbara  
Blackburn, [www.barbarablackburnonline.com](http://www.barbarablackburnonline.com)

# ELA & LITERACY SHIFTS



# Six Shifts in ELA/Literacy

1. PK-5, Balancing Informational & Literary Texts
2. 6-12, Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary



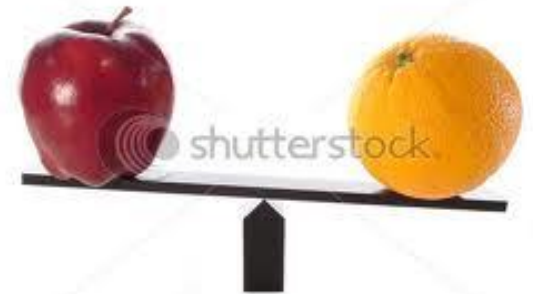


# Instructional Shifts to Support Students in Literacy Acquisition

## Shift 1

### Balancing Informational and Literary Texts (PK-5)

- **Balance** of informational and literacy texts
- Students access science, social studies, the arts and literature **through text**
- At least **50%** of what students read is **informational**



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# Instructional Shifts to Support Students in Literacy Acquisition

## Shift 2

Building Knowledge in the Disciplines (6-12)

- Content area teachers **emphasize literacy** experiences in their planning and instruction
- Students learn through **domain – specific texts** in science, social studies and technical subject classrooms
- Students are expected to learn from what they read



## Instructional Shifts to Support Students in Literacy Acquisition

### Shift 3

#### Staircase of Text Complexity

- Students **read** the central, **grade appropriate text** around which instruction is centered
- Teachers create more **time and space** in the curriculum **for close careful reading of text**
- Teachers provide **necessary** scaffolding
- **Text Complexity Matters**



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## Instructional Shifts to Support Students in Literacy Acquisition

### Shift 4

#### Text-Based Answers

- Students have rich and rigorous conversations **dependent on a common text**
- Teachers insist that classroom experiences stay **deeply connected to the text on the page**
- Students develop habits for making **evidentiary arguments** both in **conversation and writing** to assess comprehension



## Instructional Shifts to Support Students in Literacy Acquisition

### Shift 5

#### Writing from Sources

- Writing emphasizes the **use of evidence** to inform or make an argument
- Students develop skills through **written arguments** that respond to the ideas, events, facts, and arguments presented in the **texts they read**



# Instructional Shifts to Support Students in Literacy Acquisition

## Shift 6

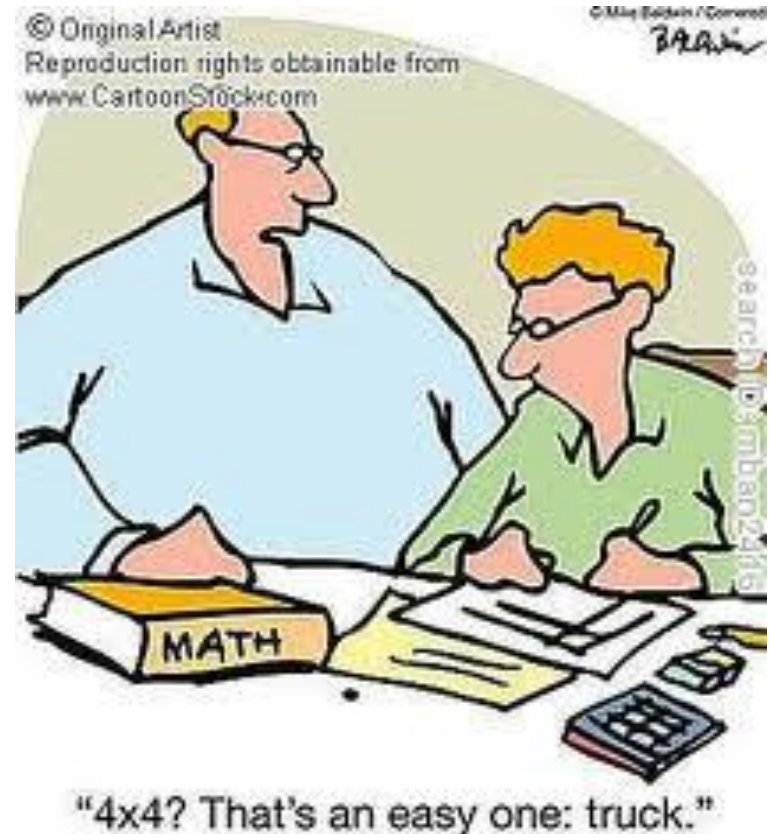
### Academic Vocabulary

- Students build needed **vocabulary** to **access grade level complex texts**
- Focus strategically on the **comprehension of words such as discourse, generation and theory**, and less time on literary terms
- Teachers insist **students use academic words** in speaking and writing



# Six Shifts in Math

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity





# MATH SHIFTS





## Instructional Shifts to Support Students in Mathematics

### Shift 1 FOCUS

- **Narrow and deepen** the scope to establish strong foundational knowledge and deep conceptual understanding
- Students are able to **transfer** mathematical skills and understanding across concepts and grades



## Instructional Shifts to Support Students in Mathematics

### Shift 2 COHERENCE

- **Connect learning**, spiraling within & across grade levels, to build on previous grade level of learning
- Each standard is not a new event, but an **extension** of previous learning
- Students establish deep **conceptual understanding** of core content and build on it



## Instructional Shifts to Support Students in Mathematics

### Shift 3 FLUENCY

- **Students have speed and accuracy** with simple calculations
- Structured time for students to memorize core functions so that they can manipulate more complex concepts.



## Instructional Shifts to Support Students in Mathematics

### Shift 4 DEEP UNDERSTANDING

- Teachers teach more than “how to get the right answer” and support students’ ability to **access concepts from a number of perspectives**
- Students demonstrate deep **conceptual understanding** of core math concepts by applying new situations, as well as writing and speaking about their understanding.



## Instructional Shifts to Support Students in Mathematics

### Shift 5 APPLICATIONS

- Students are expected to **use math** and choose the appropriate concept for **application** even with no prompts
- Teachers provide opportunities for students to apply math concepts in **real world situations**
- Teachers in other content areas ensure that students are using math to access content



## Instructional Shifts to Support Students in Mathematics

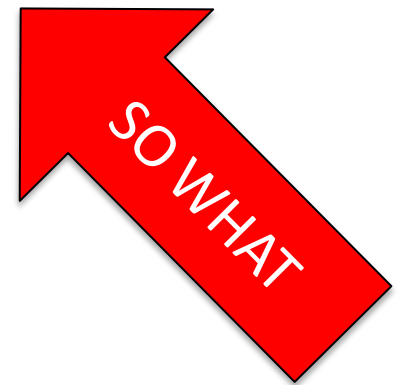
### Shift 6 DUAL INTENSITY

- Students are practicing and understanding with balance and **dual intensity**.
- Teachers create opportunities for students to participate in drills and use skills in **extended application** of math concepts.
- Time and energy spent in practicing and understanding may vary through the year.



# Instructional Planning Needs:

- ✓ Getting *clear on the Instructional Objective*
- ✓ So the teacher *“designs down and delivers up”*
- ✓ Content and instructional activities at the *appropriate level of rigor and complexity*
- ✓ That is *scaffolded for learning success* by chunking and checking



# What are critical attributes of an Instructional Objective?



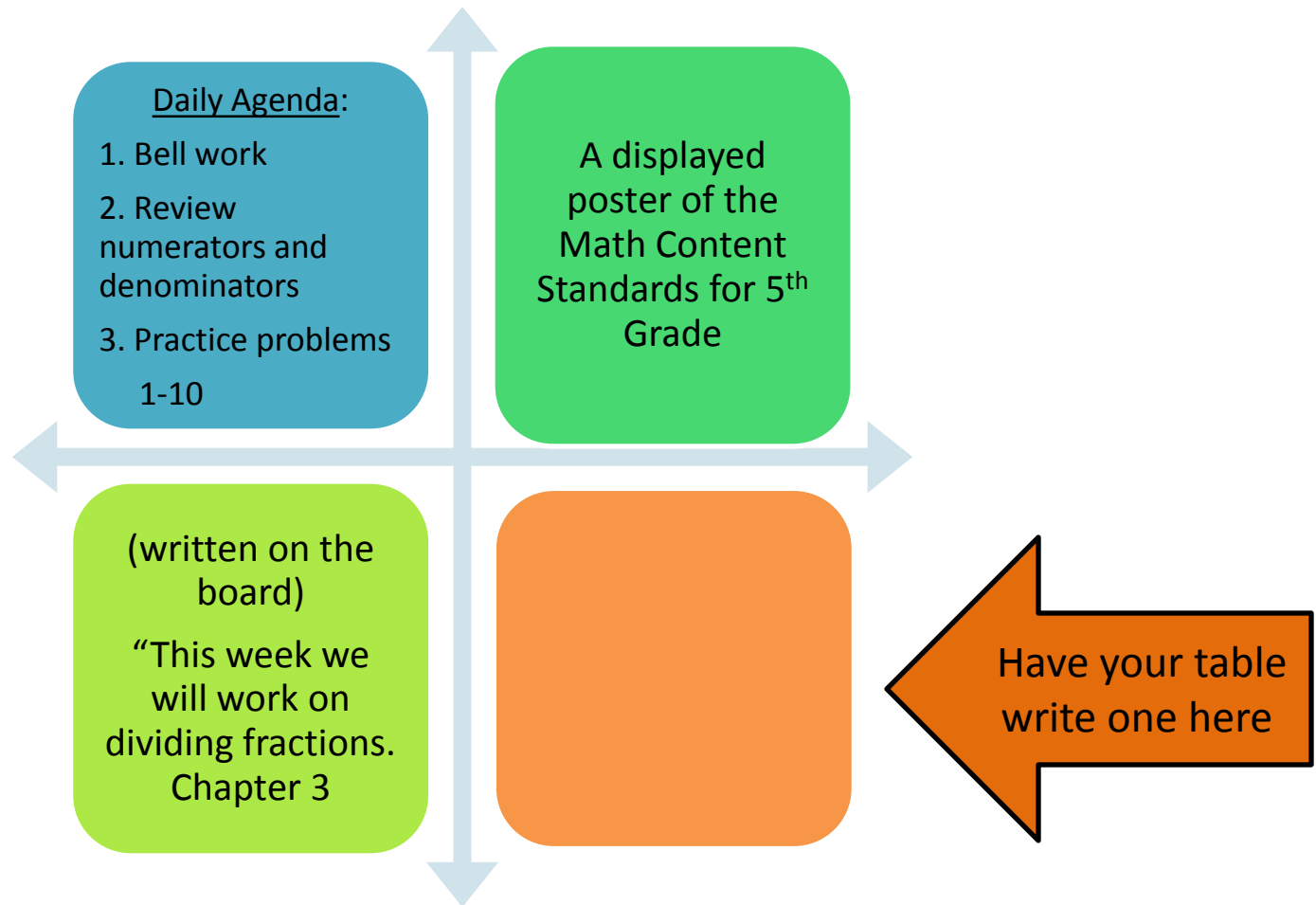
What we want the students to know (new learning) and be able to do that day...

New learning demonstrated that day (a “be able to do”) should be measurable and...

Aligned to the content standards with appropriate rigor and depth of knowledge (DOK).

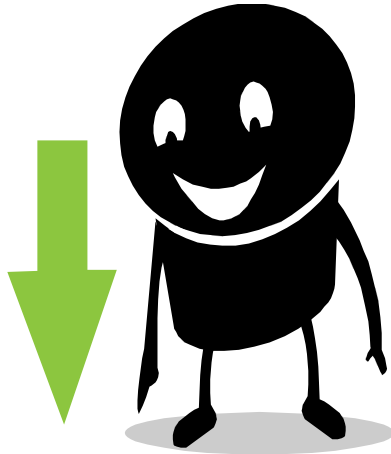


Let's look at common examples of instructional objectives found in classrooms. Any problems here?



To teach the curriculum effectively,  
a teacher must

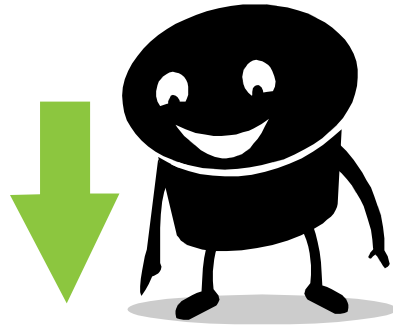
*“Design down to deliver up”*



What does this phrase mean?

# “Design down and deliver up”

## TASK ANALYSIS



Breaking down the learning outcomes into all the parts (or tasks) that a student would need to know or be able to do to accomplish the instructional objective.

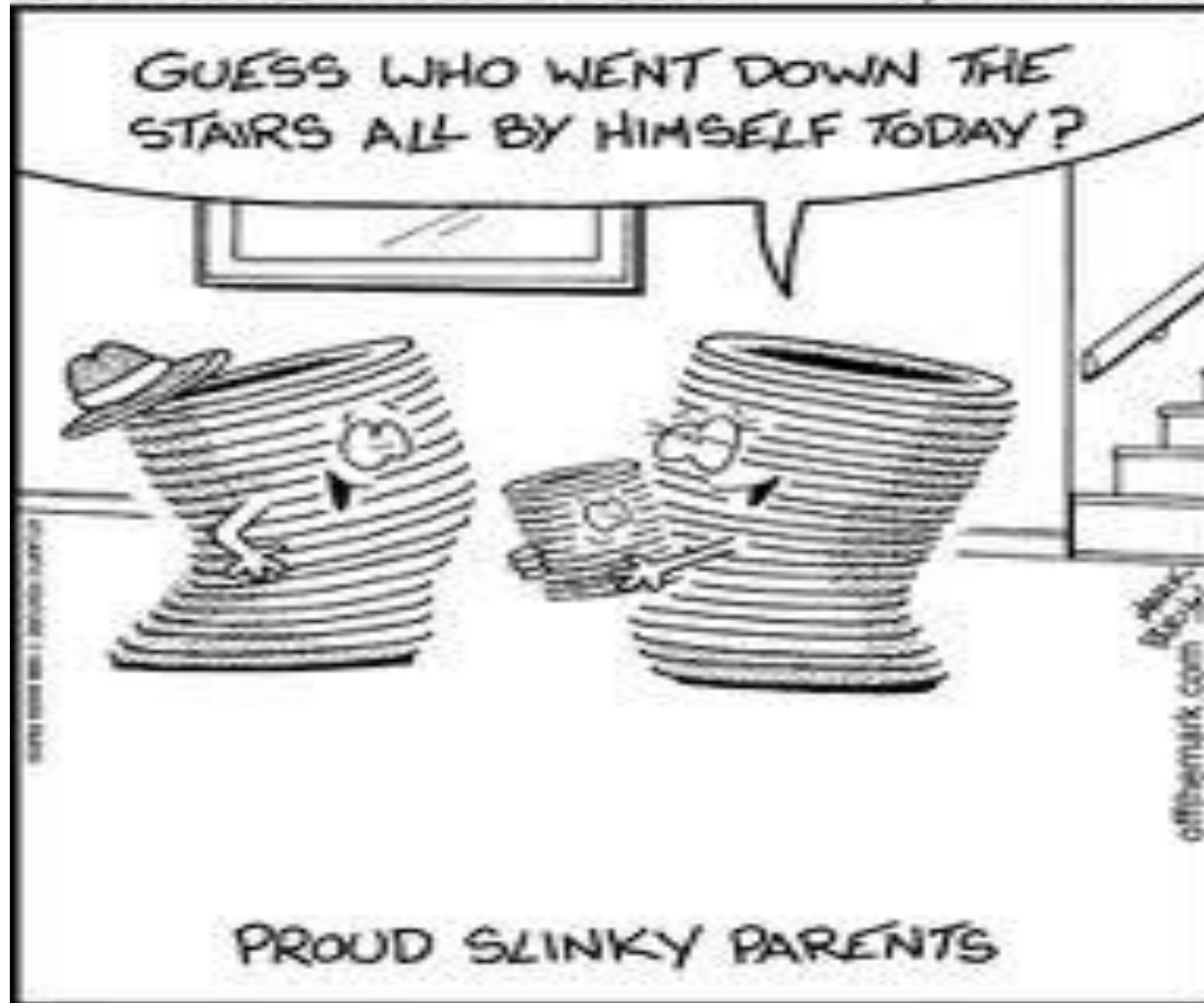
A key part of PLANNING.

## SCAFFOLDING THE SKILLS

Making sure that each skill is taught along the way that the student will need to be able to complete the step-by-step tasks to reach the Instructional objective

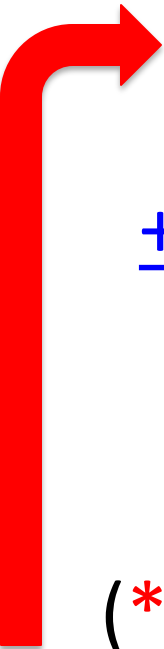
A key part of INSTRUCTION.





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# Hess Cognitive Rigor (CR) Matrix



\*Knowledge (content) and  
Thought Processes (to demonstrate learning)

+ Complexity (depth of knowledge: DOK)

*“Hess Cognitive Rigor Matrix”*



(\*Bloom's Taxonomy + Webb's 4 levels of DOK)

# Developing the Cognitive Rigor Matrix

- **Bloom**

- What type of thinking (verbs) is needed to complete a task?

- **Webb**

- How deeply do you have to understand the content to successfully interact with it?
- How complex or abstract is the content?

# Bloom's Taxonomy [1956] & Bloom's Cognitive Process Dimensions [2005]

<b>Knowledge</b> -- Define, duplicate, label, list, name, order, recognize, relate, recall	<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, <u>locate</u> , <u>identify</u>
<b>Comprehension</b> -- <u>Classify</u> , describe, discuss, <u>explain</u> , express, <u>identify</u> , indicate, <u>locate</u> , recognize, report, review, select, translate	<b>Understand</b> -- Construct meaning, clarify, paraphrase, represent, translate, <u>illustrate</u> , give examples, <u>classify</u> , <u>categorize</u> , summarize, generalize, <u>predict</u> ...
<b>Application</b> -- Apply, choose, demonstrate, dramatize, employ, <u>illustrate</u> , interpret, practice, <u>write</u>	<b>Apply</b> -- Carry out or use a procedure in a given situation; carry out or use /apply to an unfamiliar task
<b>Analysis</b> -- Analyze, <u>appraise</u> , <u>explain</u> calculate, <u>categorize</u> , compare, criticize, discriminate, examine	<b>Analyze</b> -- Break into constituent parts, determine how parts relate
<b>Synthesis</b> -- Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, <u>write</u>	<b>Evaluate</b> -- Make judgments based on criteria, check, detect inconsistencies/fallacies, critique
<b>Evaluation</b> -- <u>Appraise</u> , argue, assess, choose, compare, defend, estimate, <u>explain</u> , judge, <u>predict</u> , rate, core, select, support, value	<b>Create</b> -- Put elements together to form a coherent whole, reorganize elements into new patterns/structures

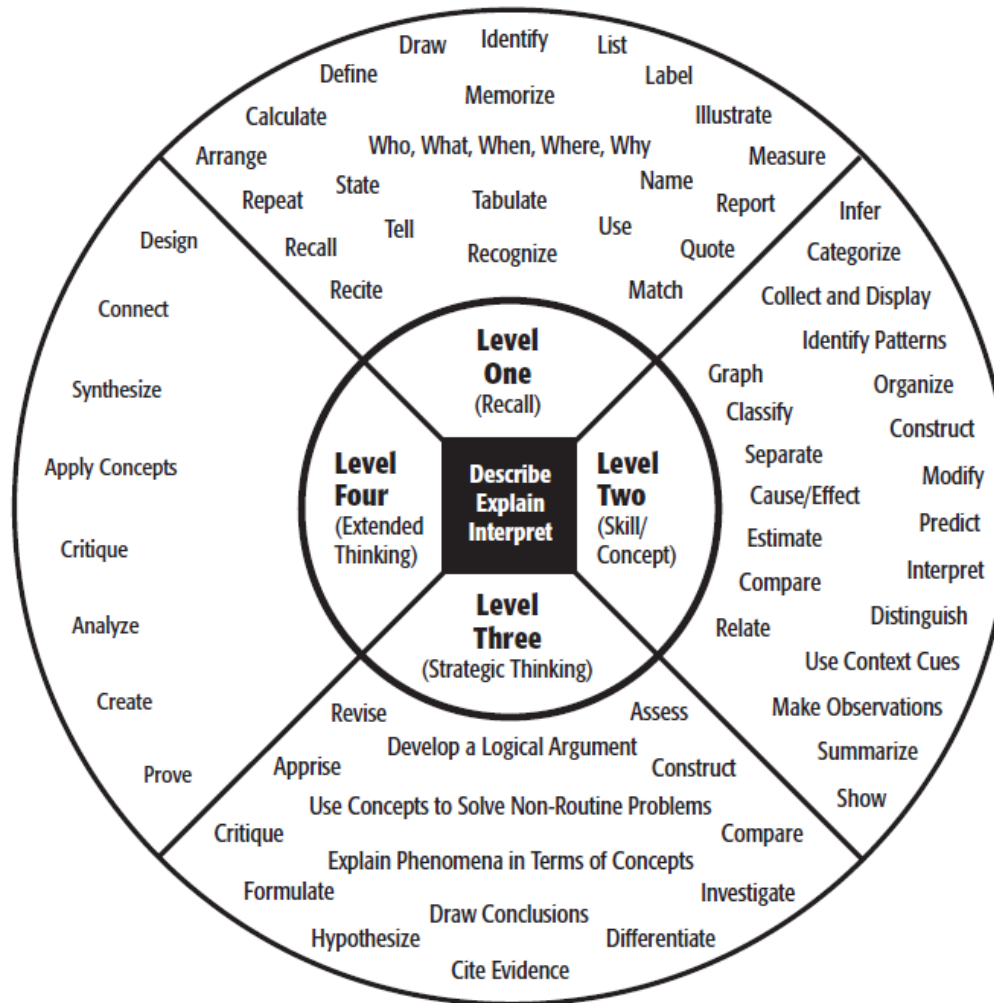
# Webb's Depth-of-Knowledge Levels

---

- **DOK-1 – Recall & Reproduction** - Recall of a fact, term, principle, concept; perform a routine procedure; locate details
- **DOK-2 - Basic Application of Skills/Concepts** - Use of information; conceptual knowledge; select appropriate procedures for a given task; two or more steps with decision points along the way; routine problems; organize/display data; interpret/use simple graphs; summarize; identify main idea; explain relationships; make predictions
- **DOK-3 - Strategic Thinking** - Requires reasoning, or developing a plan or sequence of steps to approach problem; requires decision making or justification; abstract, complex, or non-routine; often more than one possible answer; support solutions or judgments with text evidence
- **DOK-4 - Extended Thinking** - An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations; synthesize information across disciplines/content areas/multiple sources



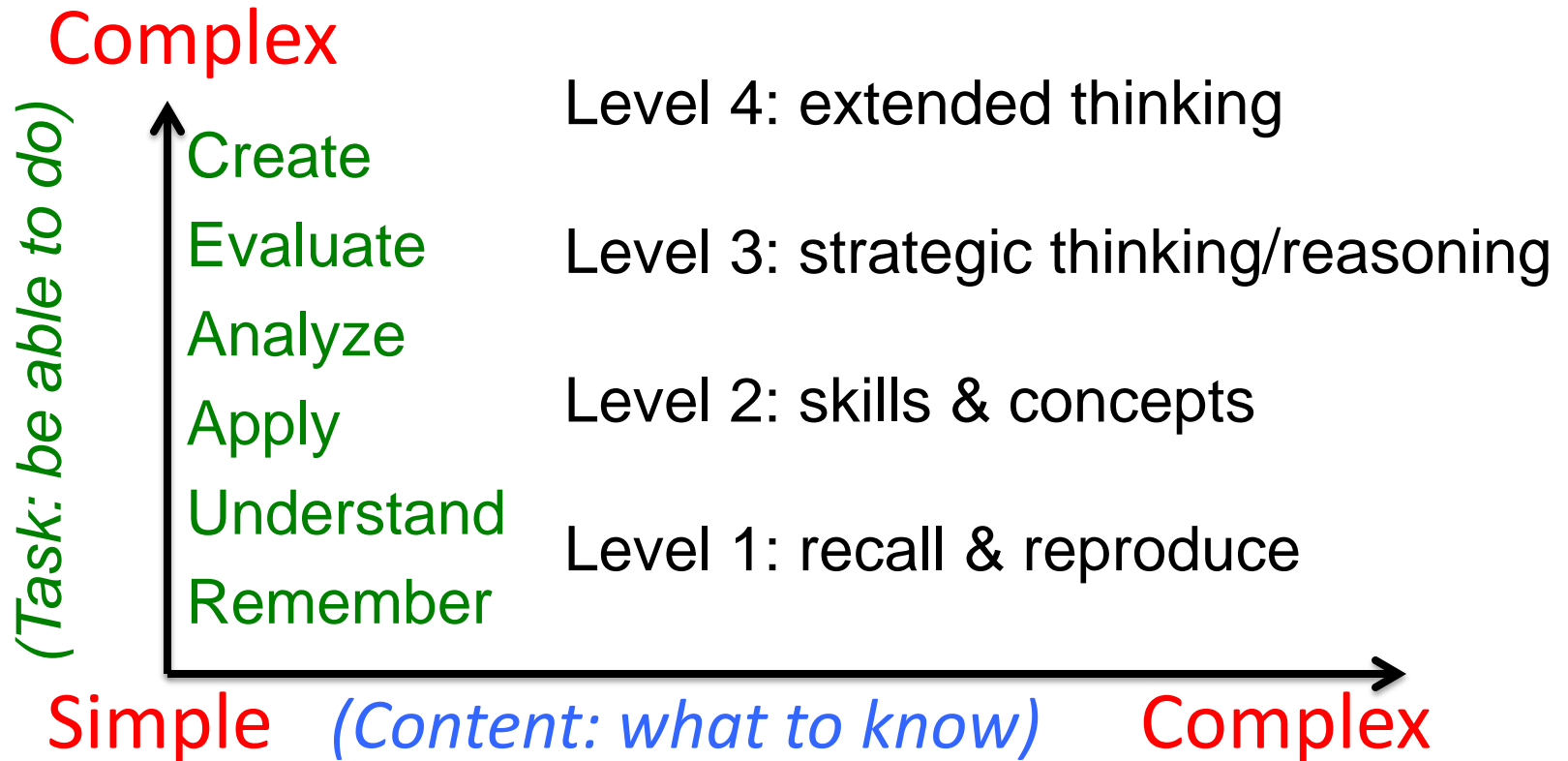
# Depth of Knowledge (DOK) Levels



# DOK is about depth & complexity- not difficulty!

- The **intended student learning outcome** determines the DOK level. **What mental processing must occur?**
- While verbs may appear to point to a DOK level, **it is what comes *after* the verb that is the best indicator of the rigor /DOK level.**
  - ***Describe*** the process of photosynthesis.
  - ***Describe*** how the two political parties are alike and different.
  - ***Describe*** the most significant effect of WWII on the nations of Europe.

# depth of knowledge & complexity of thought processes in your Instructional Objective



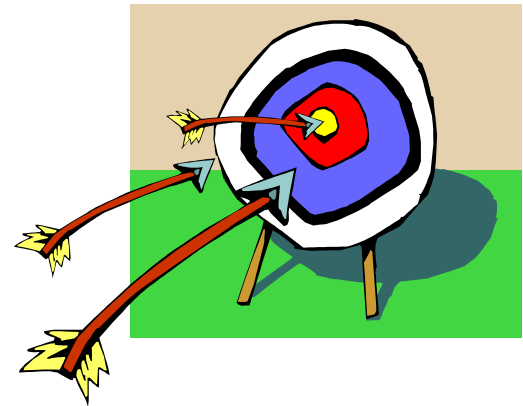
Instructional Activities are the vehicle for learning.  
They have 2 purposes:



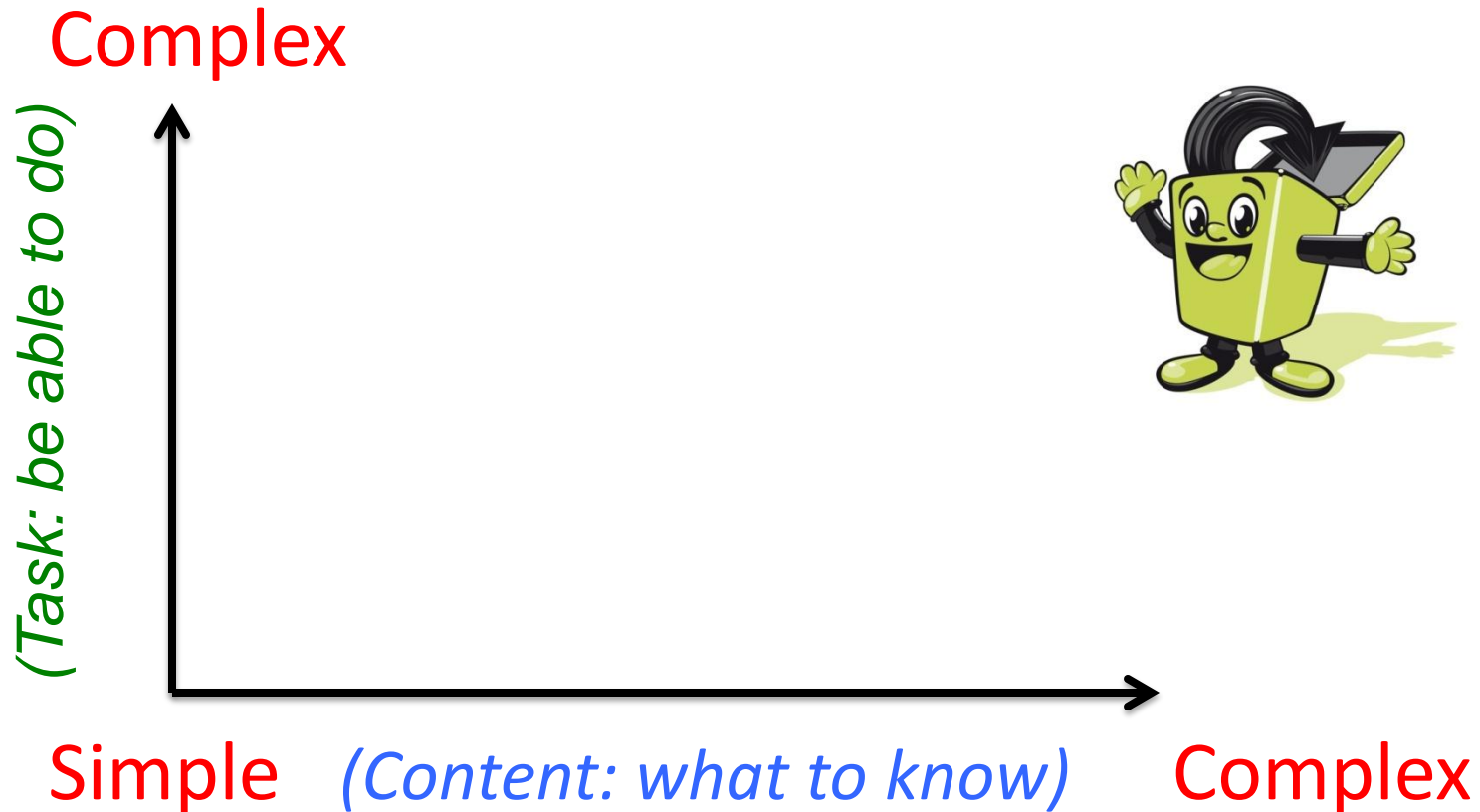
- ✓ Deliver the learning (have the student experience the learning 1<sup>st</sup> hand) and....
- ✓ Demonstrate (for the teacher to assess) the learning of the instructional objective

# Then what makes an instructional activity effective and appropriate?

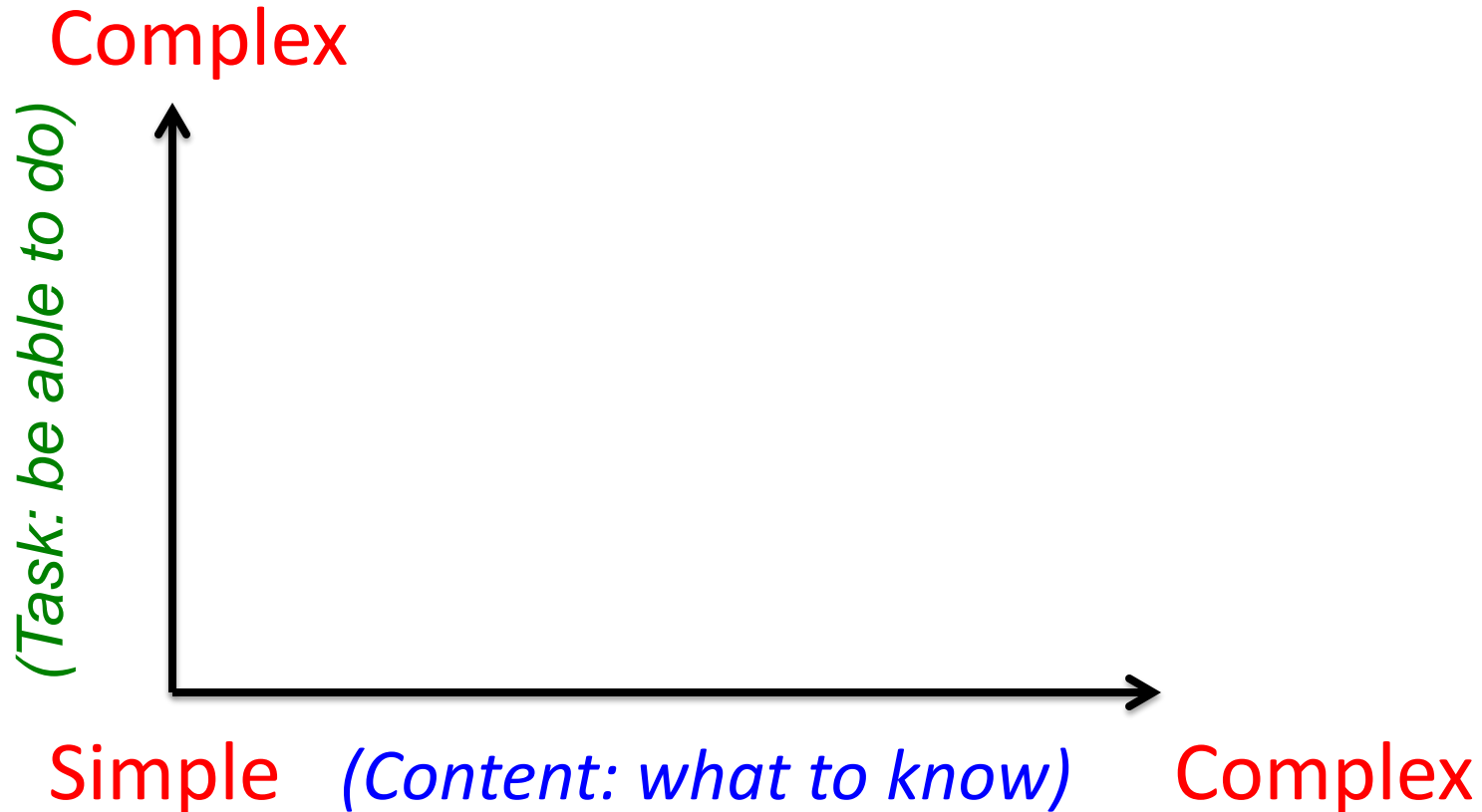
- ✓ Accessible = task analysis & scaffold skills
- ✓ Challenging and engaging (the goldilocks zone)  
(appropriate rigor and DOK is stair-stepped)
- ✓ Effectively demonstrates understanding of the instructional objective



# Instructional Activities with DOK and complexity of thought processes



# Example activity: using the CR matrix



# HELPING TEACHERS RAISE RIGOR IN THE CLASSROOM





# Raise Level of Content

- Valuing Depth
- Increasing Text Difficulty
- Creating Connections
- Evaluating Content
- Reviewing without Repetition

Rigor is NOT a Four Letter Word

Barbara R. Blackburn, Winthrop University

[www.barbarablackburnonline.com](http://www.barbarablackburnonline.com)

[www.eyeeducaton.com](http://www.eyeeducaton.com)

# Increase Complexity

- Complexity through Projects
- Complexity in Writing
- Complexity Assessing Prior Knowledge
- Complexity with Vocabulary
- Complexity in Review Games

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# Give Appropriate Support

- Scaffolding During Reading Activities
- Modeling Expected Instructional Behaviors
- Providing Clear Expectations
- Chunking Big Tasks
- Multiple Opportunities to Learn

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# Open Your Focus

- Open-ended Questioning
- Open-Ended Projects
- Open-ended Choices for Students

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[www.barbarablackburnonline.com](http://www.barbarablackburnonline.com)

# Raise Expectations

- Expecting the Best
- Expanding the Vision
- Learning is NOT Optional
- Tracking Progress
- Creating a Culture

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[www.eyeeoneeducaton.com](http://www.eyeeoneeducaton.com)

*Someone once said,*



***“IT’S NOT THE WAND;  
IT’S THE MAGICIAN.”***

# Instructional Leadership “Bootcamp”

Dates: September 27 & 28<sup>th</sup> (2<sup>nd</sup> workshop newly opened!)

Location: SkySong Conference Center,  
McDowell & Scottsdale Roads, Scottsdale

How to enroll: [www.ade.az.gov/onlineregistration](http://www.ade.az.gov/onlineregistration)

Content: (with an application of Common Core)

- ✓ Instructional Leadership Behaviors
- ✓ Five Elements of Instructional Supervision
- ✓ Feedback and Dialogue Skills

# Need to Print these Resources?

- Visit <http://www.azed.gov/internal-external-leadership/>
  - Choose the Leading Change Resources link.
- Or Scan the QR Code below.

